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ABSTRACT

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for kindergarten in mathematics (numbers and operation, algebra, geometry, measurement, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry and process skills, life science, earth science, physical science), and social studies (history: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

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A Guide for Parents and Families about What Your Kindergartner Should Be Learning in School This Year: Don't Fail Your Children.

South Carolina Department of Education, South Carolina Education Oversight Committee

Fall 2001

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DON'T FAIL YOUR CHILDREN

A Guide for Parents and Families About What Your Kindergartner Should Be Learning in School This Year

It's no longer a secret...

This guide shares important information about the South Carolina Curriculum Standards. These standards outline state requirements for your child's learning program and what students across the state should be able to do in certain subjects.

A good educational system provides many tools that help children learn. Curriculum standards are useful for making sure:

- teachers know what is to be taught;
- children know what is to be learned; and
- parents and the public can determine how well the standards are being learned at each grade level.

The student standards that follow are a condensed version of the South Carolina Curriculum Standards for Mathematics, English/Language Arts, Science and Social Studies for **Kindergarten**. They are provided to help you become familiar with what your child is expected to do at the end of **Kindergarten** so that you can reinforce and support what your child is learning at school. Listed after the standards for each subject area are sample assessment questions for you to complete with your child, selected book titles for additional reading and website addresses for extended learning. This version does not include every standard taught in **Kindergarten**. If you are interested in the complete South Carolina Curriculum Standards, check with your child's teacher.

Before moving on to the next grade, students in grades 3 to 8 will be expected to score at or above grade level on state-developed tests – Palmetto Achievement Challenge Tests (PACT) – that test student knowledge of the South Carolina Curriculum Standards.

South Carolina Curriculum Standards.
Here are seven key reasons parents should be in the **know** about the new curriculum standards:

1. Standards set clear, high expectations for student achievement. Standards tell what students need to do in order to progress through school on grade level.
2. Standards guide efforts to measure student achievement. Results of tests (PACT) on grade-level curriculum standards show if students have learned and teachers have taught for mastery.
3. Standards promote educational equity for all. Instruction in every school in the state will be based on the same curriculum standards.
4. Standards help parents to know if their child is being taught the same subject content as children across the nation. South Carolina Curriculum Standards have been matched and compared with standards of other states to make sure that they are challenging.
5. Standards help parents to know more about the academic progress of their child and provide assistance at home in areas where the children need help. Parents no longer have to guess the type of help their children need to do better in school. Standards give parents more specific information for helping their children at home.
6. Standards help parents to participate more actively in parent/teacher conferences. Knowledge of the curriculum standards helps parents understand more about what their children are learning and what they can do at each grade level. Parents are able to have conversations with teachers about student progress in specific areas and understand more completely the progress of their children.
7. Standards help parents to understand that what their children learn in school one year ties into what they will learn in the next year and in future years. Parents are able to see how their child's knowledge is growing from one year to the next.

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MATHEMATICS

Students will be able to:

Numbers and Operation

- Count objects from 1 to 10, state how many are in the set and choose a number that matches the set.
- Count forward to 20 and backward from 10.
- Compare a set of 10 or fewer objects as having more, fewer (less than) or the same number of objects as another set.
- Add and subtract whole numbers using up to 10 objects.

Algebra

- Identify, describe and continue a repeating pattern found in common objects, sounds and movements.

Example: ○ □ ○ □ __ __

- Combine two sets of objects and count the results up to 10.

Geometry

- Identify, draw and model circles, triangles, squares and rectangles in a variety of positions.
- Compare sizes (larger/smaller/same) of circles, triangles, squares and rectangles.
- Use words to describe the location of objects (near, far, up, down, below, above, beside, next to, between, over and under).
- Identify and describe shapes in the world (nature, art and human body) that have symmetry (equal parts when folded) across a line (the fold is the line of symmetry). ♡

Measurement

- Compare two objects according to attributes: length (shorter, longer); height (taller, shorter); weight (heavier, lighter); or temperature (hotter, colder).
- Identify a ruler, scale, clock, calendar and thermometer and what these instruments measure.
- Tell time to the hour using an analog clock (a clock with hour and minute hands) or a digital clock.
- Use a calendar to do the following:
- Read and write numerals to 31.
- Identify the day and date.
- Identify the days of the week.
- Identify months of the year.
- Identify yesterday, today and tomorrow.

Data Analysis and Probability

- Collect data (numerical information).
- Use real object graphs, picture graphs and tables to show data.
- Explain data shown on the graphs.

Sample PACT Questions

PACT questions are not available for distribution at this time.

Activities:

Have your child:

- Sort things by putting away groceries and toys.
- Match or stack dishes of similar sizes and shapes.
- Build with blocks.
- Talk about daily and repeating nursery rhymes.
- Follow directions while singing motion songs such as "The Hokey Pokey."
- Count pennies and identify coins in a piggy bank or wallet.
- Put objects in order by size.
- Look at a clock and talk about time to wake up, go to school, eat dinner and go to bed.
- Use a timer, and count the number of beads he/she can string in a minute.
- Create a counting book from newspapers and magazines.

Books:

- Carle, Eric. *The Grouchy Ladybug.*
- Carle, Eric. *The Hungry Caterpillar.*
- Crews, Donald. *Ten Black Dots.*
- Ehlert, Lois. *Color Zoo.*
- Mitsumaan, Anno. *Anno's Counting House.*
- Rees, Mary. *Ten in the Bed.*
- Reid, Margarette S. *The Button Box.*
- Wade, Lee. *The Cheerios Play Book.*
- Walsh, Ellen S. *Mouse Count.*

Websites:

- www.edu4kids.com/math – This interactive site allows students to practice basic facts.
- www.figurethis.org – This site has fun and engaging mathematics questions for children.
- www.illuminations.nctm.org – Click on "I-Math Investigations" for interactive learning.
- www.state.sc.us/sde – Website where parents can view all curriculum standards.

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ENGLISH/LANGUAGE ARTS

Students will be able to:

Reading/Literature

- Hold a book or printed material correctly.
- Point out the front cover, back cover and title page of a book.
- Know that words are read from left to right and from top to bottom on a page.
- Match a spoken word with the printed form of that word.
- Know that printed words have meaning.
- Identify common signs and logos.
- Explain his/her own writing and/or drawings.
- Know that letters represent sounds and that reading words requires a system of sound/letter rules (phonetic principles).
- Know the difference between letters, words and sentences.
- Demonstrate that he/she understands stories by using the pictures as clues and predicting what will happen.
- Retell familiar stories including beginning, middle and end, and use words from the story in the retelling.
- Begin to recognize that events that happen in a story have causes and effects.
- Explain what an author does and what an illustrator does.
- Identify upper case (capital) and lower case (small) letters of the alphabet.

Listening

- Listen to many types of literature including stories and poems.
- Follow simple one- or two-step directions.
- Tell if words rhyme or begin with the same sounds.
- Hear that sounds blend to make words or parts of words.
- Hear the sounds within syllables.

Speaking

- Take part in group speaking activities such as reciting short poems, rhymes, etc.
- Act out stories and plays.
- Know the difference between spoken words and sentences.
- Exchange rhyming words in sentences that have a rhyming pattern (example: I saw a cat [change to bat, mat, hat, etc.]).
- Use the following in speaking: number words; words that describe or name people or things; words that tell location, size, color and shape.
- Ask about words he/she does not understand.
- Take turns in a conversation and talk about one topic.
- Use voice appropriately for where he/she is speaking (example: inside with teacher or outside with friends).
- Begin conversations.
- Talk with others about what he/she is learning.
- Identify words they hear that rhyme.
- Blend sounds to make words or parts of words.
- Take words apart by saying the separate sounds.

Writing

- Print his/her name.
- Draw pictures and/or use letters to tell stories about experiences, people, things and events.
- Try using technology he/she has available to practice reading and writing.

Research

- Ask "how" and "why" questions.

(ENGLISH/LANGUAGE ARTS CONTINUED ON BACK)

SCIENCE

Students will be able to:

Inquiry and Process Skills

- Use the five senses (sight, smell, hearing, touch and taste) to gather information about objects or events.
- Compare and sort/group objects, including arranging them in sequential order.
- Estimate and measure mass, length, volume and temperature.
- Describe objects and explain ideas using drawings, tables, graphs and written and oral language.
- Use simple equipment such as thermometers or hand lenses to investigate objects, organisms or the environment.

Life Science

- Observe and describe how living things change as they grow and identify their need for food, water and air to survive.
- Name major body parts and their uses (for example, eyes for seeing, ears for hearing).
- Investigate using the five senses and communicate using descriptive words, such as sweet, sour, salty, rough, smooth, hard, soft, cold, hot, loud, bright and dull.
- Identify plant and animal life cycles.

Earth Science

- Use the senses to describe earth materials such as rock, soil and water.
- Describe the natural flow of water (downhill) and ways to conserve water.
- Compare and sort soil samples by a single attribute (such as color or texture).
- Draw pictures to record weather observations.
- Name the seasons and describe how seasonal changes affect animals and plants.

Physical Science

- Compare the physical properties of a variety of materials.
- Observe, describe and sort objects made of different materials, such as paper, wood, fabric and metal.
- Observe and describe objects that can move.
- Observe and describe water as a solid or a liquid.
- Classify materials that float/sink in water.
- Explore with magnets and discover their useful applications.
- Classify and describe materials that can be recycled.

Sample PACT Questions

PACT questions are not available for distribution at this time.

Activities:

Have your child:

- Collect leaves and sort them by size, shape, color and texture.
- Put several types of toys in order from smallest to largest and vice versa.
- Draw a picture of him/herself and name the major body parts (eyes, ears, feet and hands).
- Plant seeds and observe them as they grow. Discuss what the seeds need to stay alive.
- Create a sink/float station in your home by filling a tub or sink. Place different objects in the water, and ask your child to guess which objects will sink or float before dropping objects into the water.
- Establish a home recycling center. Have your child identify items placed in the center as recyclable or non-recyclable.
- Use a kitchen magnet to explore what objects it will stick to.

Books:

- Asch, Frank. *Sand Cake.*
- Hall, Zoe. *The Surprise Garden.*
- Kalbacken, Joan. *Recycling.*
- Kandoian, Ellen. *Molly's Seasons.*
- Kelley, True. *Hammers and Mops, Pencils and Pots.*
- Lang, Susan S. *Nature In Your Backyard.*
- Marzollo, Jean. *I Am Water.*
- Rogers, Paul. *What Will the Weather Be Like Today?*
- Wood, Nicholas. *Touch.... What Do You Feel?*

Websites:

- Learning Network Parent Channel – www.familyeducation.com
- National Parent Information Network – www.npin.org
- National Wildlife Federation – www.nwf.org/kids/
- South Carolina Department of Education – www.state.sc.us/sde
- South Carolina ETV's Resources for Teachers, Students and Parents – www.knowitall.org

SOCIAL STUDIES

Students will be able to:

History: Time, Continuity and Change

- Compare individuals, families and communities from the past with those of the present.
- Describe changes that occur as people grow.
- Describe different types of homes and communities.

Government/Political Science: Power, Authority and Governance

- Explain purposes of rules and laws.
- Describe consequences of breaking rules and laws.
- State sources of power and authority at home, school and in the community.
- Name key historical figures, events and national symbols.
- Tell how to be a good family member, schoolmate, neighbor and citizen.
- Demonstrate ways citizens get along regardless of cultural differences.

Geography: People, Places and Environments

- Identify elements on a map, globe and graph.
- Locate important places in his or her community.
- Compare and contrast environments made by nature and made by people.
- Discuss how people make a living.
- Identify similarities and differences in people from different regions.
- Explain ways people depend on the environment.
- Name ways people can change and take care of the environment.

Economics: Production, Distribution and Consumption

- Explain needs and wants of families.
- Describe ways families and communities work together.
- Give examples of how people act as consumers and producers.
- Name a variety of jobs.
- State how people live and work together as a family.
- Describe tools that different types of workers use.

Sample PACT Questions

PACT questions are not available for distribution at this time.

Activities:

Have your child:

- Participate in a family game night. Children learn to follow directions and take turns.
- Visit older members of the family. Discuss ways life was different years ago.
- View old photos, home movies or videos. Discuss how people are the same or different.
- Volunteer to pick up litter, deliver meals to the elderly or help in a shelter.
- Tour an industrial area in the state. Discuss the resources needed to make the products.
- Identify landmarks in your community that make it unique.
- Visit a cultural center of a different ethnic group. Discuss customs of that group.
- Discuss his/her wants and needs while in a store.

Books:

- Benchley, Nathaniel. *Sam the Minuteman.*
- Brisson, Pat. *Benny's Pennies.*
- Ehlert, Lois. *Growing Vegetable Soup.*
- Hoban, Tana. *I Read Symbols.*
- Hoberman, Mary Ann. *A House Is a House for Me.*
- Hudson, Cheryl W. and Bernette G. Ford. *Bright Eyes, Brown Skin.*
- Keats, Ezra Jack. *The Trip.*
- Kellogg, Steven. *Yankee Doodle.*
- McMillian, Bruce. *Mouse Views.*
- Morris, Ann. *Light the Candle! Bang the Drum!*
- Rockwell, Anne. *Cars.*
- Sathre, Vivian. *Three Kind Mice.*
- Tresselt, Alvin. *Wake Up, City!*

Websites:

- Acts of Kindness – www.actsofkindness.org
- Children's Books – www.cbcbooks.org
- Harcourt Brace Publishing – www.harcourt.com
- National Geographic – www.nationalgeographic.com
- PBS – www.pbs.org
- U.S. Mint – www.usmint.gov
- Weekly Reader – www.weeklyreader.com

Sample PACT Questions

PACT questions are not available for distribution at this time.

Activities:

- Talk to your child. Answer questions and ask "how" and "why" questions.
- Provide materials to use to create stories – scissors, papers, glue, buttons, glitter, markers, etc.
- Have your child tell you about pictures he/she draws. Write down the story he/she shares.
- Make up stories to go with coloring book pages.
- Read restaurant, business and road signs while traveling.
- Play "I Spy," looking for letters or words, while traveling.
- Read or say nursery rhymes with your child.
- Play rhyming word games with your child. For example, ask your child to tell you a word that sounds like "cat."
- Allow your child to "retell" a story in his/own way.
- Read aloud to your child.
- Use different voices when reading different parts of a story aloud.

Books:

- Bridwell, Norman. *Clifford, the Big Red Dog.*
- Brown, Margaret Wise. *Goodnight Moon.*
- Piper, Watty. *The Little Engine That Could.*
- Prelutsky, Jack. *Read-Aloud Rhymes for the Very Young.*
- Rey, H.A. *Curious George.*

Websites:

- Carol Hurst's Children's Literature Site – www.carolhurst.com
- Children's Literature Website – www.acs.ucalgary.ca/~dkbrown/bestbooks
- Georgia Department of Education – www.glc.k12.ga.us
- Learning Page.com – www.sitesforteachers.com
- National Association for the Education of Young Children – www.naeyc.org
- National Parent Information Network – www.npin.org
- National Parent Teacher Association – www.pta.org
- South Carolina Department of Education – www.sde.state.sc.us
- Surfing the Net with Kids – www.surfnetkids.com
- United States Department of Education – www.ed.gov.pubs/parents

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